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Review Lessons—In addition, the work contains ten lessons in review of the First Latin Book for Junior High Schools (295-310); Lists of English derivatives from Latin (311-320); Grammatical Appendix (321-387), containing the paradigms (321-358), and rules of syntax (358-387), complete for both books; twenty-five Exercises in Latin Composition, exercises which would be suitable for the Latin Prose Composition of the second year in the regular High School (389-408); The Vocabularies (English-Latin, 1-9; Latin-English, 10-75) and an Index (77-81).

Such is the book. On the assumption that the teacher of a Second Year Latin class of a Junior High School with pupils of thirteen to fourteen years of age had this book to work with, the writer has considered what her programme would be. No doubt, in accordance with the authors' suggestion, she would wish to revive a knowledge of the elements after the summer vacation, and so would take up the ten Review Lessons. These are placed, not at the beginning, but at pages 295-310. However, they could be found. As each contains about 50 words for vocabulary review and upwards of twenty-five sentences in addition to reviews of syntax and paradigms, it is obvious that they could not be covered properly in less than 20 days at least. The authors then consider it desirable that knowledge be fixed by the reading of the Perseus and Hercules stories, 56 in number. This must take no less than 28 days. By this time the teacher will doubtless consider that she should get at the advanced work of the year and will attack the 35 lessons proper. The writer has taught for many years in a High School where promotions are made each semester, and it has been found impossible to cover 35 lessons of the difficulty of these in the five months, or rather in the four and a half months, of the term. In fact some of the syntactical points are not suitable for even the Second Year High School pupils, and a proof of this is that well-known composition books deal with them in the third and fourth year work. However, assuming that the pupils are brilliant and much in earnest, these lessons may be covered in four months, or 80 days.

Then appears The Argonauts, 24 stories, 12 days; and Stories from Roman History, 27 divisions, some of them lengthy, requiring at least 25 days. These are followed by the first book of the Gallic War, which, every one knows, is two-fifths of the regular second year High School reading, 60 days. Finally, there are the 25 Lessons in Composition, 25 days. The total time required, according to this computation, would be 250 days. The School year, allowing for opening, closing, classes occasionally missed, and examinations monthly or yearly, does not consist of more than 175 days. So this book, with the classes 'running on high' always, would occupy the year and about three months over.

The writer has no criticism to offer regarding the various parts of the book, except concerning the difficulty of the 35 Lessons. Each part with that exception is good in itself.

Obviously, it is the intention of the authors to offer a mass of material from which selection may be made; and the book will appeal to those teachers who find this method effective. The writer's experience, however, is that with young pupils the best work can be done with books which are meant to be studied from cover to cover, taking the lessons as they come. In the review, mentioned above, of the First Latin Book for Junior High Schools, the opinion was offered that there was no place in a Junior High School for a Second Latin Book. A few desirable matters could have been inserted in the earlier work, including some easy reading. From the nature of this Second Book, it appears that the authors and the reviewer are totally at variance regarding the amount of Latin material which it is wise to place at the disposal of Junior High School pupils.

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PROFESSOR SANFORD'S REJOINDER

Through the courtesy of THE CLASSICAL WEEKLY and of Mr. King the foregoing review was made available to the authors of the Second Latin Book for Junior High Schools for such comments as they might choose to make.

The Latin course below the Ninth Grade has not been standardized, partly because it is new, partly because the work is begun sometimes in the Seventh Grade, sometimes in the Eighth. These two Grades will doubtless come to constitute a part of the High School system, with the study of Latin beginning in the Seventh. It is fairly certain that the study of the subjunctive will not be tolerated in the first year of Junior Latin, and that the reading of Caesarean Latin in its original form will not be taken up until the third year. It is conceivable that a Junior book should contain matter for three semesters, to be followed by a small Reader for the fourth semester, or even that one book should cover four semesters. But the authors and the publishers of this series are convinced that the Schools will demand a separate book for each of the first two years; States that furnish text-books to the pupils will certainly prefer the arrangement just described, to avoid doubling of stock in the case of books that cover two years.

As to the amount of text included in the Second Book, predilections of teachers for this or that kind of reading matter must be considered in choosing material for a First Reader. It can not be assumed that all teachers will wish to read all the Fabulae selections or all the Stories from Roman History. Again, it is probable that only ambitious Schools will attempt the first book of the Gallic War even in its simplified form as presented in this book; such Schools, it is not unlikely, would omit much of the simpler reading provided. In anticipation of these varied tastes the authors believe that the book should contain textual matter in excess of the amount likely to be read by any one School after allowance should be made for other work pertinent to the plan of the book and of the series. Their purpose

might have been stated more clearly in the Preface. In like manner and for like reasons, School editions of Caesar, Cicero, and Vergil usually contain an amount of text greater than is actually read, in some instances by half or even more.

The grammatical nomenclature employed in the book is, with a few exceptions, that recommended by the Joint Committee on Grammatical Nomenclature in its report to The American Philological Association, The Modern Language Association of America, and the National Education Association. The purpose of the Committee was to establish so far as possible a uniform system of grammatical terminology, and, since recent books in English grammar and modern foreign languages are taking into account its recommendations, it appears desirable that they should be recognized in Latin also.

With regard to the material in the Lessons, Schools will reasonably expect the book or books employed in Junior work to prepare the pupils for the reading of Caesar or of Latin of similar difficulty. Opinions will always differ as to just what grammatical topics should be presented prior to the reading of Caesar. The authors believe it wiser to exhibit grammatical principles rather fully in the Lessons, leaving it to the teacher to use the material as he may see fit. It has been the practice of some teachers to use a simple Primer in the Seventh Grade, followed by a Beginners' Book of the conventional type in the Eighth Grade. The Lessons in the two books of this series, we believe, will serve the needs of such teachers in a manner more attractive to pupils. It is to be noted, however, that the first sixteen Lessons present all the subjunctive forms except those of *malo*. It is quite possible to use the remaining Lessons for reference in connection with the reading matter, a few sentences being chosen to illustrate the principle involved in each case. Similarly, the Review Lessons for the first year's work may be used in a limited way in connection with the first reading done, with a brief period each day devoted to drill on vocabulary and selected topics. They have been given their present form, however, to meet the needs of teachers who wish to devote considerable time to review at the beginning of the year.

In brief, it was the purpose of the authors to provide material of sufficiently varied and plastic type to meet the varying conditions of the present time.

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Primus Annus: Vocabula Explicata. By Theodora Ethel Wye. New York: Oxford University Press (American Branch: 1918). Pp. 38. Tabulae XIII.

Miss Wye's book, in addition to the Preface, consists of thirty-two pages of definitions and descriptions in Latin of the words used in *Primus Annus*, and of thirteen Tabulae designed to provide explanations where a picture serves this end best. The plan is to take every

word of the text, including headings, and explain it at its first occurrence. Each *Lectio* in *Primus Annus*, therefore, together with its vocabulary in this little book, forms an entity in itself, Miss Wye's contribution being a sort of running commentary on the Lesson. Obviously, the words recurring in the later Lessons must be remembered from the place of first occurrence, as frequent search through the earlier vocabularies would be impracticable.

The method of handling the earlier Lessons may be illustrated by the following from Lesson VI, where adjectives are first introduced:

adiectivum . . . *quadrata* et *rotunda* sunt adiectiva.
qualis? . . . qualis est tabula? *quadrata* est
tabula; qualis? *quale*?
angusta . . . *ianua* est angusta; angustus, -a, -um.
lata . . . contr. angusta; latus, -a, -um.

The following are typical of the suggestive vocabulary, in no wise intended to be actual definitions.

totus . . . totam paginam videre non possum;
totus, -a, -um.
cado . . . ex caelo aqua cadit; cado, 3, cecidi,
casum.
ferre . . . hic = dicere.
custodire . . . proverbium est: "Quis custodes
custodiet?"
numerare . . . *innumerus* est adiectivum.

Examples of the various sorts of actual definition are:

forte . . . ut accidit. adv.
utilis . . . quod usurpare potes, utile tibi est;
utilis, utile.
uxor . . . femina quae in matrimonium ducta
est; uxor, uxoris.
pluere . . . cum aqua ex caelo cadit, pluit; pluit,
3, pluit, —.
carere . . . contr. habere; careo, 2, carui, cari-
tum. abl. reg.

The pictures represent groups of objects, or maps, or scenes, in which the various matters of interest are numbered; these numbers with their appropriate Latin words are printed on the back of the page. For example, Tabula VII, entitled *Ludus et Campus*, depicts a playground in a walled courtyard, with boys at play, a table in the foreground, with various writing implements and materials upon it, and a section of a blackboard, with other writing implements, at the side. On the next page, but of course invisible to the reader as he looks at the picture, are twelve Latin words, numbered: *campus*, *murus*, *discus*, *pila*, *ferula*, *tabella*, *stilus*, *calamus*, *tabula*, *liber*, *creta*, *pagina*.

The Preface of this book sets forth clearly its *raison d'être*. Used in association with *Primus Annus*, it is intended to save time which would be required to dictate vocabulary—time which American haste to begin reading an author can ill afford to spare—and to obviate the many inaccuracies which are bound to develop in that process. Furthermore, it aims to loosen the tongue of the tyro in Direct Method teaching, and to strengthen his confidence.

The making of such a vocabulary, especially for use in the very earliest stages of beginning Latin, is an